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ABSTRACT

This article describes how the Los Angeles Accelerated Schools Center (LAASC) expanded the original role of the accelerated schools coach to enhance the effectiveness of parallel reform efforts. Two such efforts are the Design for Excellence Linking Teaching and Achievement (DELTA) collaborative and the Los Angeles Annenberg Metropolitan Project (LAAMP). Essential to both is increasing student achievement by transforming learning environments and teacher preparation. The California State University, Los Angeles, Charter School of Education is the only school of education to parallel the process being implemented by K-12 accelerated schools. It is the first to infuse the Accelerated Schools Project model into the transformation of teacher preparation to meet current school demands. This article presents a history of the LAASC and Charter School of Education and their partnerships with LAAMP and DELTA. It describes the DELTA university coach as an expansion of the traditional accelerated schools coaching model, presenting research on the effectiveness of the university coaching component in order to strengthen and refine the coaching model currently being implemented by university faculty working with transforming schools. Lessons learned throughout this process are noted, examining how they are impacting educator preparation at the Charter School of Education. (Contains 25 references.) (SM)

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EXPANDING THE ACCELERATED SCHOOLS COACHING MODEL: NEW APPLICATIONS TO ENHANCE PARALLEL REFORM MOVEMENTS

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Expanding the Accelerated Schools Coaching Model: New Applications to Enhance Parallel Reform Movements

by

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"Research shows that a key factor in what comes out at the end of schooling is what goes on in the classroom every day, and no person is more influential in the day-to-day life of students than the teacher in the classroom."

--Linda Darling-Hammond,
Executive Director,
National Commission on Teaching and America's Future

"A program of teacher education cannot be excellent without an excellent school in which to place student teachers. A school cannot be excellent without teachers graduated from excellent programs."

--Winitzky, Stoddart & O'Keefe (1992)

Introduction

One of the greatest challenges to effective school reform is the institutionalization and dissemination of effective practices that have been piloted as part of that reform (Spartks & Hirsh, 1997; Senge, 1994). The Accelerated Schools' Coaching model is one such practice that has tremendous potential and implications for other reform movements. The purpose of this article is to describe the process the Los Angeles Accelerated Schools Center (LAASC) has gone through in expanding and adapting the original role of the Accelerated Schools Coach to enhance the effectiveness of parallel reform efforts. Two such efforts are the ***Design for Excellence Linking Teaching and Achievement (DELTA)*** Collaborative and the ***Los Angeles Annenberg Metropolitan Project***

(LAAMP) . A major component of both reform efforts is increasing student achievement by transforming the learning environment and the preparation of teachers (LAAMP, 1999)

The California State University, Los Angeles Charter School of Education is the first and only School of Education to parallel the process now being implemented by K-12 Accelerated Schools across the nation (Mims et al, 1998, Selkin, 1997). It is also the first to infuse the Accelerated Schools Project (ASP) model into the transformation of teacher preparation to meet the new demands of schools in this era of reform. Since the Los Angeles Accelerated Schools Center also serves as the "cadre" responsible for school reform in the Charter School of Education, it has taken the lead in forming new partnerships with reform movements that are compatible with Accelerated Schools. The ***Los Angeles Annenberg Metropolitan Project (LAAMP)*** and the ***Design for Excellence: Linking Teaching and Achievement*** or ***(DELTA)*** are two such collaborative partnerships that have resulted, and they both identify the classroom teacher as the single most important factor in transforming schools and generating high student performance (LAAMP, 1999).

This article begins with a brief history of the Los Angeles Accelerated Schools Center and the Charter School of Education, and their partnerships with LAAMP and DELTA in order to describe the context of school reform in Los Angeles. The article continues with a description of the DELTA University Coach as an expansion of the traditional Accelerated Schools Coaching Model. At that point, research will be presented that was used to assess the effectiveness of the university coaching component in order to strengthen and refine the coaching model currently being implemented by university professors and adjunct university faculty members in their work with transforming schools. The article concludes with lessons learned through this process, how the lessons are impacting educator preparation in the Charter School of Education at

California State University, Los Angeles, and future implications for teacher preparation and the Accelerated Schools Movement .

The Los Angeles Accelerated Schools Center

The Los Angeles Accelerated Schools Center (LAASC) was established in the spring of 1990 as a result of a three year grant from Chevron, USA (Mims et al, 1997). The Center's initial staff included three faculty members and the Dean of the School of Education. Each member worked on Center activities; primarily training and coaching accelerated schools communities, in addition to fulfilling their other university assignments. Their original pilot school was a large elementary school located in South Central Los Angeles with a student population of 700. The Center's staff followed the Accelerated Schools process by taking stock of its strengths and challenges and then created a vision for the center. The Center's staff also identified eight goals back in 1990, from which it has never strayed. These include:

The Los Angeles Accelerated Schools Center will:

1. Increase involvement of university faculty, students and staff in Accelerated Schools activities.

2. Establish Accelerated Schools sites where parents, teachers, paraprofessionals, administrators, students and community members are effectively implementing the Accelerated Schools reform models.

3. Disseminate Accelerated Schools information through presentations and publications.

4. Support existing Accelerated Schools in attaining their visions and becoming model sites.

5. Strengthen our communications network with Charter School of Education divisions, clusters, committees and projects through collaboration, meetings presentations, technology, newsletters, retreats, publications, and other activities.

6. Infuse the Accelerated Schools philosophy in the School of Education through courses, field experiences, internships, and related activities.

7. Expand our capacity as a self-supporting center through grants and other resources.

8. Strengthen our communications network with other Accelerated Schools Centers through regularly scheduled meetings, technology, correspondence, retreats, publications, etc.

In 1992, in cooperation with the National Center at Stanford University, the LAASC staff launched the first Accelerated School District in Redondo Beach, by adding four new schools, four new district coaches, and 1570 additional students. The first year-round multi-tract school was then added in 1993 with a student population of 1600, along with the a middle school having a student population of 900, bringing the total to seven schools served by the Center. ***The Accelerated School***, the only K-6 approved state charter school located in South Central Los Angeles, was added as the Center's eighth school in 1994. Over this five year span, the LAASC staff grew from 3 faculty members and the Education Dean at one California State University site to eight faculty members, the Dean of the Charter School of Education, 3 graduate interns, and 1 student assistant from two California State University sites in order to provide the extra support to the additional school communities. (Faculty and staff from California State University, San Bernardino were added to the LAASC team through the coaching and mentoring model in 1993.) Because of their effectiveness is establishing a record of excellence in forming successful partnerships, the LAASC staff was invited to form an additional partnership with the Los Angeles Annenberg Metropolitan Project (LAAMP) and DELTA in 1997.

The Center staff currently support elementary and middle schools in over fifteen school districts throughout California, totaling approximately 50,000 students. In addition to their work at public school sites, the Center staff also (a) conduct Regional and National Network meetings with Accelerated Schools throughout the country, (b) design and implement Accelerated Schools seminars for (CSLA) teaching interns who later do their internships at one of the local Accelerated School sites, and (c) introduce

Accelerated Schools Masters Courses as part of a Master's degree program in School Reform.

In an attempt to institutionalize the Accelerated Schools model throughout the Charter School of Education at CSLA, the Los Angeles Accelerated Schools Partnership was formed. The Los Angeles Accelerated Schools Partnership is composed of the Los Angeles Accelerated Schools Center (LAASC), ***The Accelerated School*** (the first Charter K-12 school in South Central Los Angeles), the California State University Charter School of Education, and local businesses and community members.

The Charter School of Education at California State University, Los Angeles

The School of Education at California State University, Los Angeles (CSLA), was approved to operate as a Charter School of Education in 1994 by California State University (CSU) Chancellor, Barry Munitz. It is also the nation's first school of (higher) education so authorized. Its charter, like those of a growing number of elementary, middle and secondary schools across the nation, releases the Charter School of Education from many system requirements, policies, and procedures thus allowing it to "engage in creative experimentation" (Selkin, 1997). Under the leadership of Dean, Allen A. Mori, the Charter School of Education began its transformation by using a self-designed procedure for change. Although the charter released the School from many of the regulations that tend to stifle creativity and innovation, it remained for the Charter School of Education to define the process for its own restructuring. The Accelerated Schools model was a fundamental driver of not only the inspiration to change, but also for the process and governance of that change (Mims, 1999; Selkin, 1997).

With the change in the Charter School of Education came new, interdisciplinary ways of approaching critical issues, based on the school-as-a-whole (SAW)/ work group system (cadre) used by accelerated schools (Selkin, 1997; Finnan et al, 1995; Hopfenberg

et al, 1993). Dedicated to the idea of "forging a shared vision", the School's faculty, administration, staff and community supporters met to that end, while at the same time forming work groups to assess or "take stock" of its strengths and challenge areas. Seven "clusters" or work groups were formed the first year. The LAASC was formally recognized as the School Reform Cluster for the Charter School of Education due to the Center's long history in school reform and record of success in forming Pre K-12 collaborative partnerships.

As the Los Angeles Accelerated Schools Center (LAASC) continues its work with the Accelerated Schools' movement, it becomes more intimately linked to the interplay of the transformation of both K-12 and higher education. Acting in the role of mentors, coaches and partners to Accelerated Schools Communities within the Los Angeles network, and as primary activists in the transformation of the Charter School of Education, the Center staff have been able to deepen their appreciation for the effectiveness of the accelerated schools process as a tool for educational change. When assisting their regional network schools in the schools' on-going inquiry, reflections and actions, the LAASC staff have also found it necessary to constantly reflect and assess how they function in their role as change partners. They have revised many of the ways they do business in the last ten years. The most noticeable evolution is the formation of new partnerships, not only with other K-12 Accelerated Schools but also with other universities and funding agencies in the public and private sectors. LAASC staff members continue to be amazed by the flexibility and adaptability of the Accelerated Schools model as they collaborate with new partners.

LAAMP and the DELTA Collaborative

One example of a new partnership is with the Los Angeles Annenberg Metropolitan Project (LAAMP). LAAMP is the ambitious plan developed by the Los

Angeles Unified School District (LAUSD) to meet the Annenberg challenge to reform and improve public education for the children of America (LAAMP, 1996). The Los Angeles Accelerated Schools Center and LAAMP partnership came about after the successful establishment of ***The Accelerated School*** as the first charter Accelerated School in LAUSD. Having been established with Accelerated Schools as their model for reform, the next logical step for ***The Accelerated School*** was to join the LAAMP family of schools (Mims et al, 1999).

In addition, the Los Angeles Accelerated Schools Center has also joined in partnership with the Lincoln Design for Excellence Linking Teaching and Achievement (DELTA) Family, another LAAMP family of LAUSD. The DELTA Collaborative is a partnership funded by the Weingart Foundation, the Ford Foundation, and the Annenberg Foundation. DELTA is a LAAMP initiative with leadership from the California State University (CSU) System including CSU, Los Angeles; CSU, Northridge; CSU, Dominguez Hills, and CSU, Long Beach and the Los Angeles Unified School District, the Pasadena Unified School District, and the Long Beach Unified School District along with the corresponding teachers unions from each district.

DELTA Goals are to :

- Redesign teacher preparation and staff development programs from their present structures to a field-based structure and, in addition, to provide intensive and extensive curricular experiences in subject matter content as needed.

- Provide aspiring, new, and experienced teachers with the preparation; training, and ongoing staff development that meet the diverse and changing needs of urban students.

- Create a long-term framework that provides Pre-K-12 teachers with access to support and ongoing, site-based professional development.

- Demonstrate to a public that an effective, system-wide model can be successfully implemented among institutions and organizations of higher education and Pre-K-12.

DELTA is Committed to:

- An innovative, holistic transformation of teacher preparation for preservice, induction, and continued learning.
- An intensive focus on the needs of the urban students.
- Extensive field-based experiences for preservice urban teachers.
- High-quality standards established by the California Standards for the Teaching Profession and the National Standards for the Teaching Profession.
- A reform designed to achieve fundamental systemic changes that significantly improve student achievement.

DELTA Emphasizes:

- Use of Professional Development Centers staffed by collaborating university and Pre-K-12 Practitioner Team Leaders.
- Assessment of learning needs and progress of Pre-K-12 students, teacher credential candidates and Pre-K-12 teachers.
- Use of peer observations and coaching to assist teachers to implement and institutionalize more effective teaching practices.

California State University, Los Angeles's partnership with the Lincoln DELTA family is unique in that the Los Angeles Accelerated Schools Center (LAASC) is the major collaborator representing California State University, Los Angeles. Using the Accelerated Schools model as a tool, LAASC's charge is to facilitate the improvement of classroom instruction through professional development. The challenge lies in the situation where all LAAMP schools follow the ***Los Angeles Alliance for the Reform of Education Now (LEARN)*** model, LAUSD's own district developed model for reform. Since LEARN is a model that bases much of its philosophy on Accelerated Schools principles and values, the challenge will be to determine if the two reform efforts can

coexist and enhance the Lincoln DELTA Family's change process. The DELTA University Coach was introduced to facilitate this very important process.

The issue of multiple change models existing within one school, family, or school district is an important one to study (Lieberman & Miller, 2000; Lucas, 1999). Accelerated Schools, LEARN, The Coalition of Essential schools, Success for All, and others have been working in a number of schools and school districts across the nation for many years now. The successes and disappointments of each model are documented in the change literature (Neubert & Binko, 1998; Sparks et al, 1994). Team members of the LAASC have been looking at similarities and differences of the various reform models for many years, both for academic and as well as practical reasons. The teachers, administrators, parents, foundations, and community members want to know which is the best vehicle for change for their own school family. As change partners, the LAASC staff needed to help the stakeholders find an answer that really works for everyone involved. Hopefully, by modeling the change process in the Charter School of Education, the Center staff will be better equipped to do so.

Role of the DELTA/Lincoln Family University Coach

University Coaches were introduced into the DELTA/Lincoln Family in Fall 97 as an effective reform strategy adapted from The Accelerated Schools Project (Mims et al, 1998). The Accelerated Schools Project, founded by Dr. Henry Levin and associates at Stanford University in 1986, has been one of the nation's largest and most comprehensive school restructuring movements of the last decade (Finnan et al, 1995; Hofenberg et al, 1993). Its focus has been on transforming school cultures that slow down the learning process with low expectations into cultures that are dedicated to providing highly

enriched educational experiences for all children. It is now identified as one of the most effective models for Comprehensive School Reform Designs. Much of the success attributed to accelerated schools has been based on the consistent implementation of the coaching model where ongoing coaching support is provided throughout the schools' transformation (Asera & Hamill, 1999; Brunner & Davidson, 1998).

The DELTA/Lincoln University Coach or "change facilitator" is one who facilitates individual schools in the Lincoln Family in the process of school wide systemic restructuring and change. Research shows that without such on-going support, many changes tend to be isolated and/or short-lived (ASP, 1995). The university coach is one who supports the implementation and assessment of new innovations within the school. More than anything else, the coach's role is one of facilitator, supporter and motivator in guiding the school's successful transformation according to their identified areas of priority as outlined in the ***DELTA Memorandum of Understanding*** (LAAMP, 1996). The university coach's responsibilities and activities vary from school to school, and these responsibilities change over time, depending upon the school. The coaching role is a developmental one in that it reflects the experience of the coach, and the specific characteristics of the school. Because each school is different, the role of the university coach is highly dependent on a continuously refined approach, blending the strengths and challenges that the transforming school presents. The development of the coach's role emerges through a combination of experiences (Kirby & Meza, 1997).

Each DELTA/Lincoln University Coach is a member of the Los Angeles Accelerated Schools Center (LAASC) Team at California State University, Los Angeles. Each coach has received coach's training under the Accelerated Schools Project, a reform model which aligns very well with the goals of **LEARN** schools. The charge of the university coach is to support and facilitate schools in the Lincoln Family in attaining their identified goals as outlined in the ***DELTA Memorandum of Understanding*** and the

individual schools' LAAMP Learning Plan. The University Coaches work very closely with the PTLs (Practioner Team Leaders), the DELTA/Lincoln Family Steering Committee Representatives, the individual school administrators, and other recommended personnel at the individual sites to determine the most effective strategies for facilitation leading to the desired outcomes at each site within the designated timelines. This process parallels coaching strategies employed by other Accelerated Schools Coaches in their work with Accelerated Schools communities (Kirby & Meza, 1997; Asera & Hamill, 1999; ASP, 1997) In the Lincoln/DELTA family, all of the PTLs are also founding members of the LAASC who designed and implemented the Coaches' Training in accordance with the ASP model..

Research: Challenges and Indicators of Progress

Eight California State University, Los Angeles (CSLA) faculty members from the Charter School of Education received six days of initial Accelerated Schools Coaches Training in Winter and Spring 1998. The training was continued on a monthly basis once the university coaches had begun work with their individual school sites. The emphasis of their training was to merge various components of the Accelerated Schools philosophy and process with the goals and identified needs of the Lincoln Family based on their individual school site action plans, LAAMP Learning Plans and on the ***DELTA Memorandum of Understanding*** . Initial coaching plans and activities were then collaboratively designed among the individual coaches, the individual school communities of the DELTA/Lincoln Family, the PTLs and the DELTA Steering Committee. Open Dialogues were also conducted to allow for more in depth communication among potential partners from the university coaching team and their pre-K-12 counterparts. The following descriptors of university coaching activities resulted from these dialogues:

DELTA/Lincoln University Coaches carry will:

- serve as a liaison between the university and the Lincoln Family Schools
- provide visible university representation at individual school sites
- assist in deepening the reform process already in place at the individual school site
- localize the collaboration between the university and the Lincoln Family
- provide direct links with the Professional Development Center and related activities at the school site
- provide weekly communication and feedback at school level
- bring professional expertise to bear on individual school challenges and priorities
- provide pacing support to keep tasks and timelines moving forward
- facilitate teachers implementing professional development training in the classroom
- monitor school site needs/priorities regarding their input in the PDC and related activities
- facilitate accountability by supporting the school in accessing its own accountability
- model and implement the INQUIRY process and provide on site coaching in inquiry as needed
- assist the lead teacher in disseminating information and facilitating key learnings
- assist school committees and/or work groups become more effective through inquiry, meeting management, and other related strategies
- conduct possible staff development workshops on suggested topics; i.e.:
  Beginning of Year and Year End Reflections (modified taking stock)
  Bi-annual Progress reports; Measuring our own growth
  Establishing Accountability Measures (Assessment/Evaluation Tool kit)
- introduce organizational change strategies to facilitate schools in meeting their goals
- build practice as a university coach based on desired areas identified by each unique school site
- provide on-going support and troubleshooting at individual school sites
- be an additional resource to leadership staff (i.e. Steering Committee Representatives, Instructional Transformational Team {ITT}, Lead Teacher, etc.) in networking, facilitating communication and disseminating information at the school site
- assist in the identification and placement of student teachers at the school site
- assist in the identification of mentor teachers, potential coaches, and ***Distinguished Teachers in Residence*** at the school site.

During the University Coaches' Initial Training in February, 1998, a major goal was to define the Lincoln/DELTA University Coaches' role more clearly, and to

implement strategies to document and measure its effectiveness in moving the individual schools to the prospective schools' identified visions. In order to accomplish this, the new coaches went about forging their own vision for the DELTA University Coach, taking stock of their attributes and resources, setting priorities for their activities, and initiating a systematic process of inquiry and assessment. Table 1 presents a list of the major strengths and challenges the new DELTA University Coaching Team identified through their initial taking stock process. Table 1-B includes their vision statement.

Table 1: Major Strengths and Challenges of DELTA University Coaches

Major Strengths/Resources of Coaches	Major Areas of Concern for Coaches
■Personal attributes: i.e. patience, objectivity, experience with school change, good listeners, humor ■Strong knowledge base (technology, literacy, school governance, curriculum) ■Dedication to School reform ■Being a Team Player and a catalyst ■Ability to raise funds ■Association with other projects within the University ■Association with other projects outside of the University ■Having Released-Time from university to work on Pre-K-12 Collaboration	■Feeling as an outsider to the school, being wanted ■How teachers would perceive them ■Time and Scheduling to match their needs ■Negotiating competing goals ■Not having a clear picture of university coaching ■Physical and mental drain of participating in Pre-K-12 collaboration along with university responsibilities ■Limited ASP/DELTA knowledge base after initial ASP training...not enough ■Time ■How to determine where a school is ■Knowing what resources are available ■Being Successful in this new role

Some of the key issues and strategies that were identified during the initial coaches training for assessing the University Coaching Component appear on Table 2.

Table 2: Issues & Strategies for Assessing the DELTA University Coaching Component

Key Issues in Assessing the University Coaching Component
• Identifying "unique" features of University Coaching • Identifying strategies to determine if the presence of University Coaches make a difference in

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moving schools towards their visions
- Documenting coaching activities
- Identifying deliverable content skills/ tangible accomplishments "deliverable to school"
- Identifying strategies for forming alliances with principals
- Establishing consistent assessment criteria:
  - Attendance, Visibility of University Coaches
  - Communication
  - Accessibility
  - Clear expectations from schools and coaches for deliverable coaching activities
  - Reliability—follow through; how to document and measure

Key Strategies for Assessing the University Coaching Component

- Adaptation of Coaches Log for DELTA/Lincoln Schools/ Journals
- Pre and Post School Questionnaires (Anonymous)
- Interviews of DELTA University Coaches and School Personnel
- Documentation of Coaching Activities (Time lines, Meeting Minutes, School Reports...)
- Professional Development Evaluations, Student Evaluations, etc.
- Actual Innovations Resulting from coaching interventions, i.e. (Model Classrooms, Assessment strategies, field-based university classes, etc.)
- Quarterly reports (Formative and summative evaluations)
- Self study questions (Generated by university coaches, school, administrators, etc.)
- Open Dialogues with Steering Committees
- Student Outcome Data (tests, attendance records, etc.)
- Year-end Reports

The DELTA University Coaches continue to coach their individual sites one day a week as well as attend monthly university coaches meetings along with the PTLs. They and the PTLs are continuing to document their coaching activities and observations in order to provide an ongoing comprehensive assessment of the university coaching component and its overall effectiveness and impact on teacher preparation. Pre and post assessments of coaching and their individual coaching concerns were conducted during the training days and were compiled at the completion of their initial year of coaching activities in June 1998. A questionnaire was then circulated among the eight schools in

the Lincoln Family in September 1998 and, subsequently each coach and representative school personnel were individually interviewed. These data were then compiled in June 1999. A full report was then presented to the individual schools and the DELTA Steering Committee in an effort to refine and expand the coaching component for the second full year, based on the positive indicators of change and the Lincoln Family's desire to continue the university coaching model for a third year (Mims, 1999).

During the first full year of DELTA University Coach implementation in the Lincoln Family of Schools, there were three main categories of coaching intervention. These included (a) specific literacy support, (b) whole school interventions, and (c) literacy support through technology. The overall goal for the Lincoln Family of Schools was to support literacy development family-wide. These university coaching interventions are summarized on Table 3. Many of these strategies reflect recommendations by educators for enhancing teacher preparation in an era of reform (Putnam & Borko; 2000; Darling-Hammond, 1997; Lieberman, 1995).

Table 3: DELTA University Coaching Strategies to Support Literacy Development Family-Wide

Specific Literacy Support	Whole School Intervention	Technology Intervention
• Setting up model classrooms • Providing Literacy Resources (books, journals, programs) • Introducing Assessments (MRQ) • Placing CSLA Literacy Interns in model classrooms • Providing direct literacy coaching support to teachers • Implementing Writing Workshops	• Working on committee (Staff Development, Instructional Technology Teams, Literacy Committee) • Serving as administrative liason with school district policies & personnel • Facilitating the development of a Procedural Handbook • Enhancing communication, collaboration and team-building among faculty teams	• Providing technology staff development for all teachers • Working with Pre-K-12 students in computer labs & classrooms at schools • Guiding in the purchase of hardware and software for classrooms • Assisting in getting computers on-line • Offering CSLA courses on-site as a means of trouble-shooting labs

In analyzing the overarching themes evolving from University Coaching, a three prong model develops which is summarized on Table 4 (Negrete, 1999). Each prong identifies major skills, attributes and activities necessary for developing a successful coaching relationship. These coaching skills and attributes concur with findings of Accelerated Schools Coaches working with Accelerated Schools nationwide (Asera & Hamill, 1999; Kirby & Meza, 1997; ASP, 1997). They also agree with recommendations of researchers in the area of educational reform related to teacher preparation (Lieberman & Miller, 2000).

Table 4: Three Prong Model for DELTA University Coaching

Building a Community of Learners	Building Relationships	Building Capacity
• Promoting Self Reflection • Giving & Receiving Feedback • Challenging Status Quo • Stressing Continuous Improvement • Learning through Inquiry is Primary Focus	• Developing Collegiality • Developing Trust • Developing Relationships • Developing Risk-taking and Openness to Mistakes • Developing a Caring and Supportive Environment	• Transferring/Disseminating Information • Promoting Sustainability of Interventions; modeling • Promoting Self Sufficiency • Promoting Self-Regulation

Summary and Conclusions:

University Coaching activities were also identified according to the DELTA Memorandum of Understanding (LAAMP, 1996) in the categories of Pre-service, Induction and In-service. Pre-service refers to pre-teaching school of education students. Induction refers to new teachers, some of whom may still not be fully certified, with very limited teaching experience; and In-service refers to fully certified teachers who have been teaching for a number of years. These coaching activities were identified to further capture the university coaching behaviors and actions that were specifically supporting the Lincoln Family of Schools in the professional development of teachers. These are outlined in Table 5.

Table 5

DELTA University Coach Teacher Preparation Activities
Pre-service: • Arranging Classroom Observations in DELTA Schools for CSLA students • Facilitating new teachers in setting up classrooms to promote literacy with model classrooms • Supporting Instructional Technology Teams (ITT) in keeping all labs/computers operational • Relocating CSLA course to DELTA school site to set up computers at the Professional Development Center (PDC) • Laying foundation for video conferencing at school sites

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- Collaborative planning of professional development activities for integrating literacy and technology for coming school year with school staff.

Induction:

- Facilitating new teachers in setting up classrooms to promote literacy
- Providing visible university representation at individual school sites**
- Facilitating new teachers to implement professional development strategies in their classrooms
- Supporting the new teachers in developing and accessing their own growth through accountability measures**
- Introducing organizational change strategies to facilitate schools in meeting their goals**
- Providing weekly communication and feedback at school level
- Bringing professional expertise to bear on individual school challenges and priorities**
- Providing University advisement to new teachers for completing their credentials
- Providing support with pacing to keep tasks and timelines moving forward

In-service:

- Assisting in Program Quality Review
- Classroom /Program Observations**
- Facilitating teachers in setting up classrooms to promote literacy
- Planned professional development activities for integrating literacy and technology for coming school year. **
- Working on Site Action Plan
- Provided PQR Team with scales to measure attitudes towards reading & writing.**
- Helped to craft assessment design for 98/99 school year**
- Produced ITT Handbook and facilitated implementation of new governance structures
- Facilitated the establishment of Model Literacy Classrooms **
- Helped coordinate field trip to Cal State LA
- Conducted faculty technology workshops**
- Supporting Instructional Technology Teams (ITT) in keeping all labs/computers operational**

** Impacts all levels: pre-service, induction & in-service

The overall findings of the initial assessment data of the DELTA University Coaching Component are presented on Table 6-Table 9.

Table 6

University Coaching Implementation & How Impacts Teaching
1. Increased communication and pooling of resources
2. Greater legitimacy of CSLA faculty among students in education courses
3. Collaborative relationship established where both PreK-12 and Higher Ed are viewed as equal partners
4. Providing direct guidance to new teachers in the classroom
5. Providing visible university representation at individual school sites
6. Facilitating teachers to implement professional development strategies in their classrooms: Establishing model classrooms (Supporting coaches & CFG's)
7. Supporting the school in developing and assessing its own growth through accountability measures (writing prompts, rubrics, attitudinal surveys, etc.)
8. Introducing organizational change strategies to facilitate schools in meeting their goals by serving on school level advisory committees
9. Providing weekly communication and feedback at school level
10. Bringing professional expertise to bear on individual school challenges and priorities
11. Providing support with pacing to keep tasks and timelines moving forward
12. Facilitating in the planning of professional development activities for the 99/00 school year

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Table 7:

DELTA University Coach Accomplishments & Areas of Progress (Indicators)
■ Increased communication and pooling of resources (observation, interview data)
■ Greater legitimacy of CSLA faculty among students in education courses (student comments, coaches logs)
■ Collaborative relationship established where both PreK-12 and Higher Ed are viewed as equal partners (interview data, comments, observation)
■ Building legitimacy of professional practice resulting from field experiences & research (interview data, student comments)
■ Operationalizing a process for future preK-12 and Higher Education networking
■ Formalizing a professional development model for both preK-12 and Higher Education
■Devising strategies for replicating best practices throughout the Lincoln family (laying out strategic plans for 99/00 school year based on past activities.)
■ Diversified university faculty representing multiple areas of expertise & experience matched with diverse attributes and requests of schools in Lincoln family
■ University faculty willing and eager to work in the field as university partners to Lincoln family of schools
■Lincoln family schools willing to work with a university coach
■ No attrition after first two years of coaching; all schools & coaches wanted to continue
■ Field experiences are influencing practice at University and in Lincoln Family (interview data, student comments, administrative observation of teacher performance
■ Opportunity for university coaches to work more collaboratively with peers as well as with PreK-12 partners on strategies to improve classroom practice (interview data, observation)

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Table 8

DELTA University Coach Challenges / Concerns
■ Going beyond "outsider syndrome"
■ Finding ways to productively engage with teachers/staff
■ Finding balance in activities; not trying to "do it all"
■ Building trust with school personnel--finding a nitch
■ Supporting teachers in being reflective practitioners--learning from their classroom experiences
■ Understanding the complexities of district policies
■Time; being split in two directions
■Sharing University Coaching Expertise among multiple schools in the Lincoln family without over-extending university coaches
■Building an adequate pool of university faculty who are willing and capable of serving as University Coaches

Table 9

Implications for Future of University Coaching:
■ Realize that trust building and interpersonal dynamics are essential and need time to develop. Plan activities & allow time to establish these dynamics.
■ Structure long-term coaching assignments since systematic changes are best nurtured through regular, consistent collaboration between University & PreK-12.
■ Provide greater structure for coaching assignments that are negotiated between the University coach and the school as soon as possible.
■Provide alternative models for faculty workloads to allow focused time for ongoing collaboration and coaching with PreK-12
■There is often a conflict between university commitments and collaborative responsibilities in the field. While both are important, care is needed in balancing workloads so that both are addressed without overburdening faculty
■Continue to train adjunct faculty as "Distinguished Teachers in Residence" from among Lincoln Family faculty to increase part-time faculty pool to teach and co-teach CSLA courses.
■Continue to increase full and part-time CSLA faculty pool to serve as University Coaches
■Strive to "package" various University Coaching interventions (i.e. long term technology & literacy support) and implement them throughout the year at multiple sites; with no more than two sights per coach

Based on the initial assessments and data, what is still needed in the University Coaching Model are: 1) More clearly defining the role of the Lincoln/DELTA university coach 2) Strengthening the university coaching network by bridging current projects and resources; 3) Extending the university coaching collaboration to areas newly identified by the K-12 community (i.e. Professor/Teacher Exchanges, Intensive Literacy Support,

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Distinguished Teachers in Residence/Faculty Associateships, Graduate Assistantships, etc.); 4) Expanding the participation of CSLA CSOE students and faculty to improve the quality of teaching & learning at both the schools and university; and 5) Disseminating research findings through publications and presentations. 6) Follow-through with plans to replicate practices throughout the family, 7) Greater focus on student outcomes--both at CSLA and in the Lincoln Family and strategies to measure/assess appropriately; and 8) Follow-through with the implications for classroom practice.

The assessment data presented on Table 6 and Table 7 indicate that extending the Accelerated Schools Coaching model into the DELTA Collaborative and LAAMP initiative to improve teacher education has had a positive impact on the Lincoln Family of Schools. Many of the findings reflect recomn.endations for reform in teacher education that favor more field-based experiences for both students and faculty of higher education (Lieberman & Miller, 2000; Darling-Hammond & McLaughlin, 1995; Wasley, 1999). It has also had an impact on the Charter School of Education and on the DELTA University Coaches who also serve as faculty members in the Charter School of Education in terms of enhancing their legitimacy among their education students. The study has also helped to identify additional activities to improve Pre-K-12 and higher education collaboration. Key challenges lay in the institutions' , both Pre-K-12 and higher education, ability to continue to fund such beneficial collaborative efforts beyond the initial foundation support. It is only when such initiatives become institutionalized and part of the usual pattern of university business that teacher preparation will become truly transformed.

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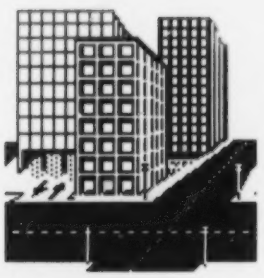

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Memo

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FROM: Sabrina Mims, Co-Director,
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RE: Article for AERA Accelerated Schools SIG Conference Proceedings,
New Orleans, LA April 24-28, 2000

Hi Brenda and Julie, I hope all is going well with you both and that conference preparations are flowing along smoothly. I am enclosing a copy of my article entitled "Expanding the Accelerated Schools Coaching Model: New Applications to Enhance Parallel Reform Movements" for the ASP SIG AERA Conference Proceedings 2000. I look forward to seeing you both in April.

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